

# **Vermont School Improvement Grant Application**

**Spring, 2010**

**Supervisory Union/ District Name: Rutland Northeast SU**

**Contact Person: John Castle**

**Role: Superintendent of Schools**

**Email: icastle@rnesu.org**

**Phone: 802-247-5757 ext 18**

**This grant application must be submitted with:**

- ☐ **Statement of Agreement signed by superintendent**
- ☐ **School Improvement plans for each Tiered school included in the grant**
- ☐ **Budget**
- ☐ **All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)**

**Superintendent Signature: John A. Castle**

**Date: 6.15.10**

## LEA APPLICATION

**DIRECTIONS:** PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

### A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
<b>Lothrop</b>	00239	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Neshobe</b>	00411	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**REQUIREMENT 1**

**(1)** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

**TO MEET REQUIREMENT (1) ABOVE:**

**Analyze the needs of each Tier I, Tier II and Tier III school identified in the application and selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.**

**The Vermont Department of Education will evaluate the LEA's needs assessment application based on the following criteria:**

**Tier I and Tier II ONLY**

**1) School Assets and Data Analysis:**

- a) Overview and assessment of school and community assets as well as needs

*Directions: Attach self- assessment (Attachment B). Include summary of findings here:*

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

*Directions: Include evidence of input here:*

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

*Directions: Summarize conclusions from your analysis of data here:*

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
- i. Graduation rates,
  - ii. Drop-out rates,
  - iii. Discipline referrals,
  - iv. School action plan priorities,
  - v. Highly qualified teacher data,
  - vi. Child count by disability category
  - vii. Percent of students with disabilities in the general education classroom more than 80% of the time
  - viii. Number of out of district placements
  - ix. Number of students in “alternative” day placements
  - x. Number of ELL students
  - xi. Number of students eligible for free and reduced lunch
  - xii. Most recent Youth Risk Behavior Survey

**NOTE: The data above for each Tiered school will be sent to you electronically.**

**Directions:** *Please include a summary of conclusions about the data above and any other relevant data here:*

- e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE’s choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

**Directions:** *Attach self assessment Attachment B signed by the Superintendent and any accompanying narrative. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:

- ☐ Plan is attached
- i) ☐ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.

- ii) ☐ Those strategies defined as required actions through the state accountability system.
- iii) ☐ Those strategies defined through the selection of one of the required models.
- iv) ☐ Other strategies designed to assist in achieving school improvement targets.
- v) ☐ A budget and timeline for implementing the plan.

### **Tier I and II Schools Only - Selection of an Intervention Model**

- 1) **Demonstrated consideration of all four intervention models (see Attachment D1 - *Description of the Intervention Models*) using the LEA Tier I and Tier II School Model Selection Assessment Tool (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

**Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – LEA Tier I and Tier II School Model Selection Assessment Tool).**

**Directions:** Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:

#### **Four School Improvement Models approved for Tier I and Tier II schools:**

**Turnaround Model:** Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

**Restart Model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

**School Closure:** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

**Transformation Model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

#### **REQUIREMENT 1 (Continued)**

**2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

#### **Tier I and Tier II ONLY**

**1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:**

- a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
  - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

***Directions:*** Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
  - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

***Directions:*** Insert end of year report here:

- c. Provide a narrative description of current conditions (including barriers) related to the following:

**Directions:** *For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.*

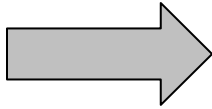
- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)
- ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)
- iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)
- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)
- v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)
- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)
- viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)
- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

2) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

*Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:*





***For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.***

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all **Tier III schools**, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

**1) School Assets and Data Analysis:**

- a) Overview and assessment of school and community assets as well as needs

*Directions: Attach self- assessment (in Attachment B). Include summary of findings here:*

In 2006 Neshobe School was initially identified for Reading and Math for our free/reduced lunch population. As a result, a pyramid of tiered interventions for reading was developed and implemented to identify struggling learners and intervene early. This model has evolved over time to include mathematics. The Bridges Math Program and Connected Math Program were implemented with fidelity in both Lothrop and Neshobe Schools in 2006 under the guidance of our Mathematics Teacher Leader. In 2008 Lothrop School was identified in mathematics for our free/reduced lunch population. The principal of Lothrop School collaborates regularly with the principal of Neshobe School to continuously monitor the intervention system and in the case of Lothrop School to develop a comprehensive model.

In both the Lothrop and Neshobe Schools teachers have met at a minimum once monthly to review student level performance data and use this to make instructional decisions within the classroom and within the intervention model. The principals communicate regularly with teachers about student achievement in mathematics and literacy. Principals review data with teaching teams and guide them in decision making and ensure fidelity of implementation. Teachers from each of these schools are members of the the RNESU Math and Literacy Committees. Each of these committees has completed a comprehensive review of the curricula and in 2010-2011 a comprehensive local and supervisory union assessment plan for literacy and mathematics will be implemented.

RNESU has Highly Qualified Teachers and paraeducators.

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

*Directions: Include evidence of input here:*

The principals of Lothrop and Neshobe Schools have informed the community and families of the identified school status through parent information meetings and letters. The identified school status and opportunity for discussion happens at

school board meetings, PTO meetings, and at Town Meeting. Community members and parents are included in Action/School Improvement Plan writing. These opportunities allow principals to give updates and community members to give input on school improvement plans and the strategies and plans that are in place to continuously improve teaching and learning.

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

*Directions: Summarize conclusions from your analysis of data here:*

**Rutland Northeast SU has created a comprehensive common assessment plan which will be articulated to teachers and implemented in August 2010. Principals will provide schedules and supports to allow teachers to complete assessments and analyze them through Professional Learning Communities. In July 2010 teams of teachers and principals will attend the "Professional Learning Communities at Work" through Solution Tree in Boston, MA. (Paid for by SIG FY2009) These teachers will lead PLCs in each school to analyze local and NECAP Assessments even more deeply. While teachers in the Lothrop and Neshobe Schools have always had access and opportunity to review NECAP results we feel that in the past two years the principals have made a concerted effort to provide structured time for teachers to review item analysis on all students and to make comparisons within the schools, among the supervisory union and within the state of Vermont level data. Our Math Teacher Leader has collaborated with principals and teachers to monitor all students' NECAP results beginning with all third graders going back to 2005. This longitudinal data has been shared with the RNESU Math Committee to analyze gaps in our math programs and to create a math assessment binder for every RNESU teacher which includes a comprehensive local assessment plan. This work has also allowed us to embed NECAP Release Items and now the VT Item Bank Assessments in instruction and assessment.**

**This level of work with our Math Teacher Leader has made it increasingly clear that RNESU- specifically Neshobe and Lothrop Schools needs a Literacy Teacher Leader to provide the same level of support and consultancy for teachers around literacy. The Neshobe School continues to use the "Open Court" reading system and utilizes these assessments in addition to NECAP results as well as Dibels and POA results to identify students and intervene as needed. Teachers in grades 5 and 6 aligned their reading curriculum with curriculum maps and with the VT Grade Expectations and utilize Guided Reading strategies to teach reading. This work was supported by the staff from UVM's Bridging Project. The Neshobe Staff has requested the support of a Literacy Teacher Leader.**

**The Lothrop School utilized NECAP longitudinal data and local assessments including DRA2 and POA. A review of these data results demonstrated a need to implement a core reading program to provide consistency in instruction and equity for learners. Programs were piloted this year and the Lothrop School will implement "Treasures", McMillan/McGraw-Hill**

**in August 2010 for grades K-4. Teachers in grades 5 and 6 aligned their reading curriculum and curriculum maps with the VT Grade Expectations and utilize Guided Reading strategies to teach reading. Through all of this important work the Lothrop faculty has identified the need for a Literacy Teacher Leader to further support this work.**

**In August 2010 teachers will implement the recently revised RNESU Literacy Assessment Plan (see attachment). This plan includes a universal screener (AIMSweb) three times annually and the Fountas & Pinnell Benchmark Assessments which will replace the Primary Observation Assessment in grades K-3. The F&P System will be utilized as a Tier II assessment**

within each of these schools. We will "train the trainers" this summer in the use of AIMSweb and Fountas & Pinnell. On August 20<sup>th</sup>, all RNESU Elementary Teachers will receive a full day of training on the use of benchmark reading assessments. We hope to acquire SIG funds to support this work for teachers (professional development and the F&P kits) in Lothrop School and Neshobe School as well as funds to purchase AIMSweb for all students in each of these schools.

d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:

- i. Graduation rates,
- ii. Drop-out rates,
- iii. Discipline referrals,
- iv. School action plan priorities,
- v. Highly qualified teacher data,
- vi. Child count by disability category
- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in "alternative" day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

*Directions: Please include a summary of conclusions about the data above and any other relevant data here:*

**Lothrop School- SIG Application June 2010**

**Page 11 – 1) d) Data:**

- i. **Graduation rates: 85%**
- ii. **Drop-out rates: 3.17%**
- iii. **Discipline referrals: 3 suspensions**
- iv. **Action Plan priorities: School Action Plan Priorities: Continuous use of student data to inform and differentiate**

instruction and meet the needs of all learners. Continuous and on-going professional development in the areas of reading and math to enhance instruction, evaluate effectiveness of interventions, and provide progress monitoring with fidelity as a continued priority, and the planning, development, and implementation of a cohesive reading program for grades k-6, which will be aligned with the RNESU reading curriculum to ensure the fidelity of an integrated and comprehensive literacy program. An enhanced math lab that utilizes the resources of a math resource specialist and math assistant to target student mathematic needs based on assessment analysis and teacher feedback.

- v. **High Quality Teacher data: 100%**
- vi. **Child Count by Disability: (2008-09)**

**Developmental Delay 7**

Learning Impairment 2  
 Specific Learning Disability 6  
 Visual Impairment 0  
 Deafness/Hard of Hearing 0  
 Speech or Language Impairment 4  
 Orthopedic Impairment 0  
 Other Health Impairment 3  
 Emotional Disturbance 4  
 Autism Spectrum Disorder 5  
 Traumatic Brain Injury 0  
 Deaf-Blindness 0  
 Multiple Disabilities 1

- vii. Percentage of students with Disabilities in the general education classroom more than 80% of the time: 78% (2008-09)
- viii. Number of out of district placements: 4
- ix. Number of students in alternative day programs: 0
- x. Number of ELL students: 3
- xi. Number of students eligible for free and reduced meals: 38%
- xii. Most recent Youth Risk Behavior Survey: The most recent YRBS indicates there are ongoing concerns for students around bullying, along with tobacco and substance use that must be continued to be addressed through work of a Student Assistance Counselor. We are expanding the scope of this position to work with students in grades four through six.

The Lothrop Faculty has reviewed the data listed above, NECAP, and school assessment data and identified the priorities for the school action plan. The main priority will be to expand and refine the continuous use of student data (formative, summative and interim) to inform and differentiate instruction to meet the individual needs of all students within their classrooms and school-wide. The Lothrop school has designed a math lab model that mirrors an existing reading lab that utilizes student assessments to flag students overall in need and to provide targeted remediation support.

In the second week of July, the Principal and a teaching team representing all grade levels and the unified arts, will attend the Professional Learning Communities at Work Conference in Boston, to develop the understanding and skills needed to facilitate and build Professional Learning Communities, which will provide the knowledge and tools to implement a stronger and more comprehensive focus on learning, building a collaborative culture focused on results of high expectations for all students.

During the third week of July, the Principal and another teaching team representing all grade levels and the unified arts, will attend the Roots to Roadmaps Conference at Castleton State College to examine the best practices and approaches that have been identified as effective in working with children living in poverty in Vermont. The team will examine their school culture and practices for evidence of these characteristics. Teams will consider ways to introduce or strengthen the characteristics common to effective schools.

The Principal and faculty have identified the continuous and on-going professional development in the areas of reading and math to enhance instruction, evaluate effectiveness of interventions, and provide progress monitoring with fidelity as a continued priority. In August, staff will begin implementation of a core reading program that will align curriculum and instruction kindergarten through fourth grade while the fifth and sixth grade will begin to target reading skills utilizing the guided reading approach and aligning chosen books with grade equivalencies.

The need for continued development and support for students with social and emotional needs and challenges to ensure their ability to access learning and experience success continues to be a priority identified in the school's action plan. A team of teachers will take the Responsive Classroom course in August which will work toward our action plan goal of having 100% of staff trained in Responsive Classroom. The staff has identified our social curriculum as an action plan area to support and address student needs. This is supported utilizing a guidance counselor, home school coordinator/school psychologist and a supervisory union psychologist. In the August 2009, the faculty completed the Marzano Survey of Student Effectiveness Factors as required by the School Improvement Plan. The results indicated parent education and involvement as an area of need. Another area that was identified as an area that staff identified growth and continued needed improvement was in the area of data analysis and use of assessment. Work began utilizing the math resource teacher for the district and principal holding lunchtime data meetings to address instructional gaps and target students in need of remediation. Also, staff looks at programming to address cross grade level gaps and assuring a better aligned curriculum

#### **Neshobe School- SIG Application June 2010**

##### **– 1) d) Data:**

- i. Graduation rates: 85% (2008-09)**
- ii. Drop-out rates: 3.17% (2008-09)**
- iii. Discipline referrals: 6 Suspensions (2008-09)**
- iv. Action Plan priorities: School Action Plan Priorities: Continuous use of student data to inform and differentiate instruction and meet the needs of all learners. Continuous and on-going professional development in the areas of reading and math to enhance instruction, evaluate effectiveness of interventions, and provide progress monitoring with fidelity as a continued priority, and the planning, development, and implementation of a cohesive writing program for grades k-6, which will be aligned with the RNESU reading curriculum to ensure the fidelity of an integrated and comprehensive literacy program.**
- v. High Quality Teacher data: 100%**
- vi. Child Count by Disability: (2008-09)**
  - Developmental Delay 4**
  - Learning Impairment 5**
  - Specific Learning Disability 8**
  - Visual Impairment 0**
  - Deafness/Hard of Hearing 0**
  - Speech or Language Impairment 9**

**Orthopedic Impairment 0**  
**Other Health Impairment 7**  
**Emotional Disturbance 5**  
**Autism Spectrum Disorder 4**  
**Traumatic Brain Injury 0**  
**Deaf-Blindness 0**  
**Multiple Disabilities 0**

- vii. Percentage of students with Disabilities in the general education classroom more than 80% of the time: 61.9%**
- viii. Number of out of district placements: 4**
- ix. Number of students in alternative day programs: 0**
- x. Number of ELL students: 1**
- xi. Number of students eligible for free and reduced meals: 52%**
- xii. Most recent Youth Risk Behavior Survey: The most recent YRBS indicates there are ongoing concerns for students around bullying, along with tobacco and substance use that must be continued to be addressed through work of a Student Assistance Counselor. We are expanding the scope of this position to work with students in grades four through six.**

**The Neshobe Faculty has reviewed the data listed above NECAP and school assessment data and identified the priorities for the school action plan. The main priority will be to expand and refine the continuous use of student data (formative, summative and interim) to inform and differentiate instruction to meet the individual needs of all students within their classrooms and school-wide. Each grade level teaching team will work with the Principal for three days during the summer of 2010 to develop grade level action plans based on the school-wide plan, which include action steps specific to the needs of individual classrooms.**

**In the second week of July, the Principal and a teaching team representing all grade levels and the unified arts, will attend the Professional Learning Communities at Work Conference in Boston, to develop the understanding and skills needed to facilitate and build Professional Learning Communities, which will provide the knowledge and tools to implement a stronger and more comprehensive focus on learning, building a collaborative culture focused on results of high expectations for all students.**

**During the third week of July, the Principal and another teaching team representing all grade levels and the unified arts, will attend the Roots to Roadmaps Conference at Castleton State College to examine the best practices and approaches that have been identified as effective in working with children living in poverty in Vermont. The team will examine their school culture and practices for evidence of these characteristics. Teams will consider ways to introduce or strengthen the characteristics common to effective schools.**

**The Principal and faculty have identified the continuous and on-going professional development in the areas of reading and math to enhance instruction, evaluate effectiveness of interventions, and provide progress monitoring with fidelity as a continued priority. In August, they will begin working with the National Writing Project-Vermont on the planning,**

development, and implementation of a cohesive writing program for grades k-6, which will be aligned with the RNESU reading curriculum to ensure the fidelity of an integrated and comprehensive literacy program.

The need for continued development and support for students with social and emotional needs and challenges to ensure their ability to access learning and experience success continues to be a priority identified in the school's action plan. In May 2010, a team was trained in the Olweus Anti-Bullying Program. A survey was administered in June to all third through sixth graders to establish a baseline and provide information for implementation planning. In August, the Olweus Program will be implemented school-wide.

In the August 2009, the faculty completed the Marzano Survey of Student Effectiveness Factors as required by the School Improvement Plan. The results indicated parent education and involvement as an area of need. The Principal has met with Jay Morris, Vermont Parent Resource Center, to explore the possible levels of support they may provide. The Principal and faculty plan to continue this work in the 2010-2011. A new school nurse and student support counselor with experience in providing parenting and child development education to parents have been hired for the coming school year.

The last priority that has been identified is the need for the time to analyze data, monitor progress, inform instruction, develop programs, and integrate new learning, which enhances our instruction, programs, and collaboration skills as a faculty to ensure high expectations and a safe environment for all students.

- .
- e) Inclusion of a guided self assessment, conducted by the SU School Support team and for each school, on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009). For schools that have been in Corrective Action under the state accountability system for 4 years or more, this includes an agreement to participate in an assessment conducted by an external evaluator of the VT DOE's choosing. If such an assessment has already been conducted, the School Improvement Support team will assess the scope of that assessment to determine if additional evaluation is warranted.

**Directions:** *Attach self-assessment (Attachment B) signed by the Superintendent and include any accompanying narrative here. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

**See electronic attachments signed by John Castle for Neshobe and Lothrop Schools**

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner's Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

***This item is addressed in h) ii) below.***

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

**Directions:** Indicate the required and permissible activities considered:

2) Comprehensive instructional reform strategies

2B) Promote the continuous use of student data (such as formative, interim and summative assessment)s to inform and differentiate instruction in order to meet the academic needs of individual students. This strategy will be included in the Lothrop and Neshobe School Improvement and Action Plans and a major priority throughout the 2010-2011 year through professional development activities, PLCs and local staff development. Our Math Teacher Leader, Curriculum Director and Literacy Teacher Leader will further promote this strategy thereby providing more targeted interventions for all students.

- h) The initial school improvement plan is provided with the application and includes at minimum:

☒ Plan is attached

- i) ☒ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii) ☒ Those strategies defined as required actions through the state accountability system.
- iii) ☒ One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

**Directions:** Indicate which required element of the Transformation Model is included in the Improvement plan

2) Comprehensive instructional reform strategies

2B) Promote the continuous use of student data (such as formative, interim and summative assessment)s to inform and differentiate instruction in order to meet the academic needs of individual students.

- iv) ☒ Other strategies designed to assist in achieving school improvement targets.

## REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each **Tier I, Tier II and Tier III** school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

**Direction:** Review your budget and school improvement plan(s) to assure adequate resources have been allocated to effectively implement each plan.

**Tier III Only**



- 3) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

*Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:*

**See separate electronic attachments for Neshobe and Lothrop - labeled "Attachment E".**

## **REQUIREMENT 2**

**(2)** If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

### REQUIREMENT 3

**(3) The LEA must describe actions it has taken, or will take, to—**

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and**
- **Sustain the reforms after the funding period ends.**

### TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

**1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.**

- **For Tier I and II schools:**

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

*These items have been previously addressed*

- **For Tier I and Tier II schools**, external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

*Directions: Describe how the LEA will address this requirement:*

- For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.

*This item has been previously addressed.*

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

*These items are addressed in the “Statement of Agreement”*

- Application reflects school improvement strategies already in progress.

*This item has been previously addressed.*

- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

*Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.*

**Greg West, Lothrop School Principal, Judith Pulsifer, Neshobe School Principal, and Superintendent John Castle will meet regularly with the Director of Curriculum and Staff Development, and the Director of Special Education to review the goals, local assessment data, and summative assessment data. All of those stated above will communicate regularly with the Math and Literacy Teacher Leaders about the work that is happening during PLCs. Principals will do regular walk throughs and informal observations to determine whether the curriculum, local assessment plans, and standards based math and reading programs are being implemented with fidelity. Principals will also make sure that teachers in each of these schools are implementing the practices from Responsive Classroom to insure consistency in rules and expectations for student behavior.**

- The application includes a commitment to provide the following required data elements annually:
  - 1.) Number of minutes within the school year
  - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - 3.) Dropout rate

- 4.) Student attendance rate
- 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
- 6.) Discipline incidents
- 7.) Truants
- 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
- 9.) Teacher attendance rate

*Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.*

**Lothrop:Lothrop School: Pages 18-19 Data Elements**

1. Number of minutes within the school year: 69,240
2. Student participation rate on state assessments by subgroups: All students:99%, Not free and reduces 100%, Free and reduced: 99%, Without disability: 100%, with disability 97%, Asian 100%, White 99%, Not ELL 99%
3. Drop out rate: 3.17%
4. Student attendance rate: 98%
5. Number of students AP classes or Advanced Learning Opportunities: Lothrop does provide after school and Friday enrichment programs. There is currently no formal program for gifted students or process for grade acceleration.
6. Discipline incidents: 3 Suspensions (2008-09)
7. Truants: 0
8. Distribution of teachers by performance levels: TIA 0, Basic ), Proficient 55%, Proficient with Distinction 45%
9. Teacher attendance rate: 94%

**Neshobe School: Pages 18-19 Date Elements:Neshobe School Requirement 3: Pages 18-19**

1. Number of minutes within the school year: 69,420
2. Student participation rate on state assessments by subgroups: All students:99%, Not free and reduces 100%, Free and reduced: 99%, Without disability: 100%, with disability 97%, Asian 100%, White 99%, Not ELL 99%
3. Drop out rate: 3.17%
4. Student attendance rate: 98%
5. Number of students AP classes or opportunities for advanced learning: Neshobe offers after school enrichment programs. There is currently no formal program for gifted students or process for grade acceleration.
6. Discipline incidents: 6 Suspensions
7. Truants: 0
8. Distribution of teachers by performance levels: TIA 0, Basic ), Proficient 60%, Proficient with Distinction 40%
9. Teacher attendance rate: 94%

For Tier I, II, and III schools:

- 2) The LEA must describe actions it has taken, or will take, to Outline the need for recruitment of external providers in effectively implementing the defined school improvement plans and parameters which will be considered in ensuring quality and fit.

Some recommendations from the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) follow:

- a. Identify unambiguous reasons for hiring an external provider.
- b. Engage stakeholders about the need to hire external providers.
- c. Articulate specific goals for the relationship with the external provider.
- d. Budget adequate funding to support relationship with external provider for duration of contract;
- e. Develop a process for selecting external providers whose experience and qualifications match the specified goals.
- f. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools.
- g. Provide support as needed and appropriate.
- h. Evaluate external provider's progress toward goals.
- i. Define consequences for failure (e.g., termination or modification of contract).

*Directions:* Summarize your reasons for contracting with an external provider (this includes school coach and any content providers) giving consideration to items a) through i) as applicable.

The only external consultation requested through this SIG is the use of a data consultant for analyzing student data. This is a direct request from the stakeholders - principal and teachers at Neshobe - for assistance in manipulating, analyzing, and using data, so that they may employ some data driven decision making processes, using sound data. This is a small amount of funding and time, to fill an immediate need, and there is a larger plan for RNESU to build increasing internal capacity to analyze, manage, and use good data. Some professional development/training will be accessed outside of RNESU - OGAP, mentor training, and such, because we want to access the high quality experiences of those who have developed, prepared, and have a good track record for providing sound PD and follow up support for the work to improve student learning.

For Tier I, II, and III schools:

- 3) LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.

*This item is addressed in the "Statement of Agreement"*

For Tier I, II, and III schools:

- 4) The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.

- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :

**Directions:** Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes

- ☒ Human resources
- ☒ Fiscal resources
- ☒ Time and schedule
- ☒ Existing Initiatives
- ☒ Related activities
- ☒ Partnerships
- ☒ Alignment of PD activities

For Tier I, II, and III schools

**5) The LEA must describe actions it has taken, or will take, to Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

- The LEA agrees to use an external evaluation (Tier I and II ONLY) and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process. This process will also identify areas where a consolidation of focus would benefit the school improvement process (such as multiple committees focusing on similar outcomes – or with no defined outcomes) and work to converge efforts on common goals and outcomes.
- Inclusion of actions to address those barriers in the plan, utilizing the following, as applicable:
  - Board and Union letters of recognition or memorandum of understanding that document commitment to modify or amend current agreements, practices, and procedures to allow full and effective implementation of the transformation model.
  - Agreements for operational flexibility to implement reform at the school level.
  - Evidence of need for waivers to State Board of Education rules, when appropriate.

**Directions:** Identify barriers and any actions you have taken or will take to address these barriers. (Tier I and II can reference Requirement 1 1) c. i-ix)

**Some barriers that our team recognize include: The RNESU Master Agreement contract language does not allow adequate after school meeting times, particularly at Neshobe School where teachers grieved meeting time and "won" through arbitration. The principals from Neshobe and Lothrop wish to build in one half day per month for teachers to meet in PLCs with the math/literacy teacher leaders to review data and professional readings.**

**Under previous administration in RNESU a tone was set that NECAP and AYP are not important. Some teachers may be of that opinion. While this current School Improvement Team recognizes that the teaching, learning and formative assessments that happen daily in classrooms is the most important factor, we must work with our faculties to help them understand that whether we like it or not; NECAP scores matter.**

For Tier I, II, and III schools

6) The LEA must describe actions it has taken, or will take, to Sustain the reforms after the funding period ends.

For each item below describe how it will be addressed over the funding period

The LEA must:

- Include strategies that build local capacity and methodologies that ensure interventions are integrated into the culture and routine practice of the school. (e.g., if student discipline and behavior is a significant factor to consider in working to raise achievement levels for students, the plan goes beyond providing individualized interventions and reflects a systemic approach to improving levels of student time on task and participation in the classroom by implementing or reconstituting an evidence based model to address school climate and culture such as Positive Behavioral Supports or Responsive Classroom. These models build local capacity to intervene early and support students within the school community with the least amount of intervention to achieve the greatest result and create sustainability by involving the whole school community in the implementation process.)

*Directions: Describe here or refer to appropriate section of your plan or budget.*

Most of the items in our plan and budget are targeted to using a data based approach to improving literacy and math for all students, particularly those in poverty, and supporting good instruction. While many of these programs are start-up and development, we are committed to using a combination of local funds, consolidated federal grant program funds, and other appropriate sources over the long haul to take this work to full implementation and to sustain it over time. We have already done that with some programs now continuing with success, such as our math teacher leader and building and sustaining a sound math curriculum, local assessments, and instructional practices with supports.

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

*Directions: Describe how the budget will support on-going activities beyond the grant funding period.*

The Literacy Teacher work that is occurring this summer(5 days in each school) will not be as necessary in 2012 and beyond. All RNESU principals made hiring a Literacy Teacher Leader a top priority more than a year ago. We were unsuccessful in hiring the right candidate until now. We will make every effort to fund this position with funds from Consolidated Federal Programs and local budgets from each of our seven schools. This position and the outstanding capabilities of the person we hired for this position will prove to be essential to maintain.

The F&P Benchmark Assessment kits are a one time expense at Neshobe/Lothrop. Only a portion of the professional development for our teachers has been budgeted with SIG funds, the remainder is coming from CFP funds. All RNESU principals have identified moving toward a clearly defined RtI model of utmost importance. Having a universal screening tool in place for reading and math is necessary. We are all set with the Bridges Math and Connected Math program assessments, with no additional costs going forward for ongoing common assessments in mathematics. The funds that we've requested for the Math

Navigator series this next year, will continue over three years and will provide a framework for our educators in Neshobe and Lothrop who will provide targeted interventions in all three RtI levels: I, II and III. We believe that the ongoing costs associated with this will be drastically reduced. The manuals that come with these materials are a one time expense and the framework and sequence that Math Navigator provide is more important than the individual student materials. Our educators who are providing intervention are highly qualified and skilled but in need of this framework. The same is true of the "Destination Reads" literacy program.

The AIMsweb reading screener will be implemented in the next few years and we'll continuously review the data that it provides. We believe that it will be cost effective. If necessary, we will build this into local budgets to continue to fund it, and when possible, we will use Title I funds from CFP.

The mentoring program will be developed and piloted drawing upon other local and CFP funding, and we are committed to building upon this locally, in conjunction with our new Supervision and Evaluation Model throughout the SU. It is particularly urgent for improving instruction in our Tier III schools now.

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

*Ensure that all funding sources are identified in the plan.*

It is difficult to project funding sources beyond three years. Our allocations change/shift based on enrollment and due to the nature of the very small schools in our supervisory union, which schools qualify for Title I. This can change just by having one family move in or out of a school. Here in RNESU we meet annually with all administrators: principals, directors of technology and special education, business, superintendent and review our AYP status, local level data and then collaborate to find funding sources for the initiatives that are essential. It is a collaborative effort to maximize funding from CFP, ARRA (when we had it), SIG and Medicaid funding. Simply put, we look at the data, both qualitative and quantitative, evaluate our annual goals and objectives through our Action Plans and then we write strategies utilizing local budgets, CFP, Medicaid and any other grants including SIG. We are very deliberate and intentional in our planning and budgeting. This is a task that nobody likes, and everybody takes very seriously.

- Plan for induction and mentoring of new staff.

*Directions: Describe plans for induction and mentoring of new staff.*

Bernadette Cleland and Associates will provide three days of training for all RNESU administrators including Mr. West and Mrs. Pulsifer in FY11 on Charlotte Danielson's Framework for Teaching. Additionally, these trainers will provide 3 days of training for all licensed educators in these schools in FY11 (2 days in August and a follow up in October). Mr. West and Mrs. Pulsifer will pilot Danielson's Framework for Teaching / Supervision & Evaluation model in FY11. Stipends will be paid for



**veteran teachers to use Danielson's Framework for Teaching to mentor new staff and to guide new staff in becoming reflective about their practice. Our Mathematics Teacher Leader (and now Literacy Teacher Leader) are specifically assigned to coach all new hires and new teachers through embedded coaching and planning throughout the first, second and sometimes third years of teaching in RNESU. The RNESU administrative team recognizes that we need to improve our Teacher Mentor Model and in FY11 a committee will be developed to explore Danielson's Framework and other sources to further define this model. We will be able to jumpstart this at Neshobe and Lothrop.**

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

***Include these activities as responsibilities of the SU/District School Support Team***

**Our SU/District Support team will meet at least biannually to review this data. Additionally, our Literacy Teacher Leader, Math Teacher Leader and Director of Curriculum & Staff Development will collaborate to build in consistent use of data and review of data into our Math and Literacy Committee or sub-committee work. The Director of Curriculum & Staff Development has developed a data table that will allow principals to report state level assessment data to the community efficiently. This includes disaggregated data and comparisons to the state level and supervisory union level data. Additionally, teachers and principals will report out at PTO meetings and school board meetings on student level data and our plans to improve instruction and monitor student achievement more closely than ever before. Teachers will have release time for a half day each month to review local assessment data. These meetings may be facilitated by our principals and/or teacher leaders, and the National Writing Project - VT.**

#### **REQUIREMENT 4**

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.**

#### **TO MEET REQUIREMENTS (4) ABOVE –**

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

*Required items have been covered in Requirements 1 and/or 3 above.*

#### **REQUIREMENT 5**

- (5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.**

#### **TO MEET REQUIREMENT (5) ABOVE –**

In its application and school improvement implementation plan, the LEA must articulate annual goals (subject to the approval of the SEA) for 2010-2013 for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

*Directions: Discuss reading and math goals here*

#### **REQUIREMENT 6**

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.**

#### **TO MEET REQUIREMENT (6) ABOVE -**

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

*Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan*

**See separate attachment: RNESU School Improvement Grant Budget June, 2010, revised July 14, 2010.**

## **REQUIREMENT 7**

**(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.**

### **TO MEET REQUIREMENT (7) ABOVE –**

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

*Directions: Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.*

**The RNESU School Support Team will meet at least once per trimester to review local assessment data, the work of the PLCs and the Math and Literacy Teacher Leaders. Furthermore, this team will collaborate with Noel Bryant from the VT DoE. AIMSweb, Bridges Math, Connected Math and Common Assessments will be used to measure whether or not the interventions are working. Additionally, we will rely on NECAP scores when they are available in Spring, 2011.**

## **REQUIREMENT 8**

**(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.**

### **TO MEET REQUIREMENT (8) ABOVE -**

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

*Directions: Please include evidence of stakeholder engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc)*

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

***Directions:*** An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Attach budget.

**Please see separate attachment.**

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

**These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application**

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

**Directions:** The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.
- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.